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ABSTRACT

Professional development is an emerging view of faculty development that places teachers in charge of their own professional growth. The emergence of Total Quality Management (TQM) provides a vehicle for designing professional development to meet the needs of individuals and the organizations that employ them. The eight tenets of Deming's theory of TQM that relate directly to professional development are discussed: change beliefs, demonstrate leadership by example, encourage renewal, create a culture of continuous improvement, drive out fear, promote collaboration, eliminate reliance on evaluation, and promote pride. In summary, a fundamental aspect of professionalism is assuming responsibility for one's professional development. For a learning organization to exist, it must be composed of individual learners who can be encouraged through the use of TQM concepts. (LMI)

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STAFF DEVELOPMENT AND TOTAL QUALITY MANAGEMENT

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STAFF DEVELOPMENT AND TOTAL QUALITY MANAGEMENT

Professional Development is an emerging view of faculty development which places teachers in charge of their own professional growth. This professional perspective puts educators at the heart of the school improvement effort as consumers of research, problem solvers, researchers and expert educators. The shift represents a significant difference in the way that development for teachers is typically constructed. In the past, staff development has been a deficit model where the agenda was established by state departments of education, national agendas and administrative preference. Even in school districts where teachers have assumed a major responsibility for staff development programs, it has been primarily a process of teacher committees determining the programming for an entire faculty. Once again, individual teachers are not afforded the opportunity to design their own development plans.

How did it happen that something so fundamental as professional growth was usurped from teachers? Part of the rationale stems from the perceived need to plan, organize and control the process, analogous to the factory model. Another aspect of centrally controlled staff development is that it makes the delivery system larger than the teachers who implement it. It is similar to the "tamper-proof" bottle where teachers have little discretion in the instructional process for which scripts have been written and the players' roles are to merely follow the scripts (Sergiovanni, 1992). The basic premise has been that teacher deficiencies are assessed and corrected through staff development which is tied to evaluation.

Successful staff development processes were highlighted by the Rand Change Agent Study conducted between 1973 and 1978, which examined the implementation of innovative, federally funded projects. The study found that innovation was more likely to become part of the school's culture if teachers saw a connection to their world of work, teacher commitment was high, teachers worked together to practice the strategies introduced and district level teachers were given the responsiblity of teaching new concepts (McLaughlin & Marsh, 1978; McLaughlin, 1991). Little (1982) found that continuous professional development occurs when teachers talk about best practice in concrete and specific terms, teachers prepare units together and are willing to

teach each other. Staff development is successful when collaboration is part of the school culture which encourages teachers to give and receive ideas (Fullan & Hargreaves, 1990; & Little, 1982).

The emergence of Total Quality Management (TQM) provides a vehicle for designing professional development to meet the needs of the individual and the organizations which employ them. TQM gained attention in the United States following the 1980, NBC documentary, "If Japan Can, Why Can't We?" (Walton, 1986). The broadcast featured a management process introduced in Japan following World War II by W. Edwards Deming, an American. The Deming method is credited with the phenomenal success of Japanese industry and consists of fourteen points needed for long term quality improvement. The following categories provide a framework for professionalizing staff development vis-a-vis Total Quality Management.

The eight points listed are the tenets of Total Quality Management which have direct bearing on professional development. TQM linked to the professional development of teachers provides a strong and viable tool for fostering a learning organization.

Change Our Beliefs - In order for professional development to be teacher centered and self-managed, our school, administrators, governing boards and state departments of education need to adopt a new belief and trust in professional educators. This new belief views teachers as capable, trustworthy professionals who can be responsible for their own professional growth. One principal demonstrated this belief by stating, "I trust that teachers will teach and students will learn." The philosophical change can be compared with McGregor's (1960) Theory X and Theory Y managers. The standard view of staff development is consistent with Theory X which holds that people have an inherent dislike for work so employees must be coerced and directed toward the achievement of organizational objectives. Theory Y represents the belief required of self-directed staff development processes and states that people do not dislike work per se and that under the appropriate conditions, work can be as satisfying as play. Persons have the inherent capacity to seek responsiblity and will accept the invitation to become involved in the greater good when asked to participate in a professional manner.

Leadership By Example - A learning organization is not possible without individuals who are learners (Senge, 1990) so the administrators' role is

to provide an example of continuous professional growth. Administrators lead by example by engaging in their own professional growth to validate the process of continuous development. By demonstrating commitment to self-improvement and enthusiasm for learning, administrators establish a school culture where professionals are seen as perpetually seeking new information and more enlightened approaches to practice. The administrator who engages in group discussions related to new ideas, summarizes conferences attended and inquires about others' professional interests contributes to the establishment of a new standard for professional development.

Encourage Renewal - Employees are persons with growth needs beyond those required of the organization. Enabling teachers to engage in development opportunites beyond the traditional programs for increasing job performance recognizes the individuals need for self-actualization, self-respect and individual goal attainment. Open, flexible professional development promotes good mental health, emotional stability and coping mechanisms for teachers who work in increasingly complex situations. When professional development is individually initiated, it allows teachers to meet challenges and design outcomes which add meaning and value to their lives. Bill O'Brien, President of Hanover Insurance, states that the managers fundamental task is to provide enabling conditions for people so that they may lead the most enriching lives that they can (Senge, 1990). If corporate America is embracing this view of employee renewal, the need for renewal is even more necessary in education where teachers are role models for students. Teachers who have knowledge, skills and experiences which transcend academia are able to bring richer experiences to the classroom. Middle schools legitimize this personal renewal of teachers by requesting that they teach exploratory courses where they share their talents and interests with students.

Create a Culture of Continuous Improvement - A superintendent announced that his school district makes decisions based on best practice and when that changes, the system changes. Some may disagree regarding best practice, yet the statement sets the tone from leadership that educational practices are constantly changing as new research emerges or insights are gleaned from implementation and evaluation. To access the impact of instructional strategies, teachers will need the statistical tools provided by TQM processes. Deming (1986) states that employees know the process and must be intimately involved in initiating process changes. Therefore,

when given the tools of assessment, teachers are in the best position to see the deficiencies and make coordinated changes.

The opportunity to engage in professional growth and continuous improvement becomes intrinsically motivating for teachers. McLaughlin and Marsh (1978) made the following observations.

> The Rand Study found that the more effort required of project teachers, and the greater the overall change in teaching style attempted by the project, the greater proportion of committed teachers. Complex and ambitious projects were more likely to elicit the enthusiasm of teachers than were routine and limited projects. The reason for this, we believe, is that ambitious projects appeal to the teacher's sense of professionalism. Evidence from the Change Agent Study indicates that a primary motivation for teachers to take on extra work and other personal costs of attempting change is the belief that they will become better teachers and their students will benefit. Fieldwork observation and interviews with practitioners suggest that the educational promise of an innovation and apparent opportunity for professional growth are crucial factors in generating teacher commitment. (p.75)

Once teachers experience control of their professional growth and the intrinsic rewards, then the likelihood increases that they will continue to seek those need satisfying experiences.

Drive Out Fear - In order to engage in continuous improvement, fear must be eliminated from the organization. Tying staff development to evaluative processes places it within a coercive framework. Because professional development depends to a great degree on spontaneous and enthusiastic engagement on the part of teachers (Mitchell & Peters, 1988), fear is debilitating to the nature of continuous improvement. The engagement of persons in professional development can be intrinsically motivating as they strive to master their craft. Fear is eliminated by encouraging personal and organizational risk taking and the realization

that change comes in small increments.

Promote Collaboration - Instead of practicing job containment as was popular with the factory model of schools, the emerging approach is one of job enlargement. To encourage persons to reach beyond their immediate job, to solve problems, and assume additional responsibilities is the premise behind job enlargement. Collaborative ventures enable people to study issues across grade levels, departments and schools and use this mechanism to solve problems more creatively and satisfactorily. Although we have always referred to the school as a system, quite often the mechanisms for making decisions have been narrowly focused on classrooms or grades. Part of job enlargement requires that teachers accept a professional ethic that the responsiblity of teachers extend beyond success in their individual classrooms to encompass success for the entire school, in other words, teachers have an obligation to help other teachers (Sergiovanni, 1992).

Eliminate Reliance on Evaluation and Promote Pride - Administrators need to cease tying staff development to evaluation so that it may become a source of pride for teachers. This is part of eliminating fear in the renewal process by taking away a coercive environment and threatening consequence. Collaboration and modeling by the administration establishes a context for continuous improvement which makes professional development a norm. Receiving pay for engaging in professional development appears to counteract professional pride. The Change Agent Study (McLaughlin & Marsh, 1978) found that teachers who received compensation for training were less likely than others to achieve a high percentage of project goals.

In summary, a fundamental aspect of professionalism is assuming responsibility for one's professional development. In order for a learning organization to exist, it must be composed of individual learners. Individual learners can be encouraged through the use of the Total Quality Management concepts which include believing in employees and trusting teachers to accept the responsibility for their own professional development, establishing a culture for continuous improvement, promoting collaboration, leading by example, elimination evaluations as an integral part of staff development, encouraging risk-taking and promoting pride in self-improvement.

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